DOCUMENT RESUME

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TITLE	Troubleshooting in Teaching Concepts (Tips for Teachers Series). Description of Teacher Inservice Education Materials.
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ABSTRACT

The inservice and preservice learning module described here focuses on processing procedures used by students, the objective being to help teachers to stimulate cognitive processes. Perceptual and mediational processing and associative learning are specifically covered in the module, and methods for stimulating cognitive processes are presented. Information is provided in this descriptive report on the purposes and content of the package as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: TROUBLESHOOTING IN TEACHING CONCEPTS (Tips For Teachers Series)

Publication Date(s): 1975

Intended Users: Preservice and inservice special education teachers; also useful for regular education teachers

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Grade Level(s): K - 12

Number: Small or large group

Primary Focus: Different kinds of processing procedures used by students are highlighted. The goal is to help teachers to stimulate cognitive processes.

School subject(s) and/or in-service topic(s) covered:

Perceptional processing and mediational processing; work association; imagery; feelings and elaboration; classifying and inferring; identifying instances of teacher behavior that call for the following thinking processes: associative classifying, inferring are amoung the in-service topics covered.

What participant does in using the materials: The developer states:

"The module consists of an audiotape, a filmstrip and a response book. The audiotape coordinates the use of the module, and directs the trainee's attention now to the filmstrip and now to the response book." The response book also includes exercises that are not included in the tape.

Resources:

A filmstrip, tape cassette, Instructor's Manual and response books (4) come with the product.

There is a very brief reference list.

The film and tape take half an hour. The book exercises would add at least one more hour for inservice time.

Describer critique:

A great deal of educational material was covered in this module, but it was difficult to follow and understand. The evaluation (See 6.3) suggests that there were problems users had with using this product; i.e., there were weaknesses in the product's effectiveness, clarity, relevance and practicality.

SP 013 850

Cognitive Learning

SE 1

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1.0 PURPOSES:

The developers give the following statements about the program's purpose: "The module distinguishes between perceptual procession, which utilizes the physical properties of the learning task, and mediational processing, which incorporates more complex and language-based forms of thinking. Having made this generic distinction, it then focuses specifically upon three kinds of mediational processes, namely associative thinking, classifying and inferring." The rationale for the module has a psychological basis, namely: "Associative response and elaborative activity have been shown to be important components in the acquisition, retention and retrieval of verbal information. This kind of mediational activity is found to be significantly lacking in low ability students. Therefore, the general thesis presented in the module is that the teacher's role is to help students to develop as rich a repertoire of associative behaviors as possible. By doing this, the necessary basis is laid for subsequently developing more complex mediational processes like classifying and inferring."

General objective: "...trainee will be able to describe the kinds of cognitive processing common in the classroom, and further describe ways to stimulate cognitive processes."

Specific objectives: The trainee will be able to:

1. Describe the essential characteristics of perceptual processing and mediational processing.
2. Given examples of classroom interaction, identify verbal exchanges that lead to perceptual processing and mediational processing.
3. List and describe four kinds of associative processes, i.e., work association, imagery, feelings and elaboration.
4. Describe the main features of classifying and inferring.
5. Identify instances of teacher behavior that call for the following thinking processes: associative, classifying, inferring.

2.0 CONTENT — Scope and Sequencing of Topics:

The product consists of:

- One filmstrip
- One cassette tape
- 4 response books - 60 pages each
- One instructor's manual - 68 pages

Contents:

I. About the Series 6 pages
II. About the Module 7 pages
III. Script for the Audiotape 47 pages
IV. Post-test 7 pages
V. Reference List ½ page

This module should be used in its entirety and sequentially. However, it may be used separately and not as part of the series, Tips for Teachers.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

The module consists of an audiotape, a filmstrip and a response book. The audiotape coordinates the use of the module, and directs the trainee's attention now to the filmstrip and now to the response book. The response book includes exercises that are not included on the tapes.

The material can be used in a large or small group. It would be possible to cover the material alone.

3.2 Help given in use of product:

A filmstrip, tape cassette, Instructor's Manual and response books (4) come with the product.

There is a very brief reference list.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Throughout the tape, exercises are given to the participants. The exercises are in the response manual. As soon as the participant completes each exercise, the tape is turned on (along with the filmstrip) and the answers are discussed.

There is a posttest in the Instructor's Manual. Presumably, the instructor gives the test and corrects it.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

A filmstrip projector and screen are needed for the film.
A cassette player is needed for the cassette tape.
There must be a response book for each participant (See 5.3).
A room large enough to hold the group and screen is needed.
A trainer is needed.

The film and tape take ½ hour. The exercises in the response book add at least another hour to the time needed for the product.

5.2 Distributor name/address:

Center for Innovation in Teaching the Handicapped (CITH)
School of Education
Indiana University
Blommington, Indiana 47401

(812) 339-5849

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
TROUBLESHOOTING IN TEACHING CONCEPTS (Tips for Teachers Series)				
one filmstrip one tape (cassette) Instructor's Manual	$30.00	No	1	Yes
response booklets (4 are included with the product)	$4.00 each additional	No	1/participant	No

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Center for Innovation in Teaching the Handicapped
School of Education
Indiana University
Bloomington, Indiana

Product was developed under contract No. OEC 74-9303 from the U.S. Office of Education, Bureau of Education for the Handicapped to the Center for Innovation in Teaching the Handicapped

Project Director: Melvyn L. Semmel
Principal Investigator: Sivassilam Thiagarajan

6.2 How developed and when:

The developer gives this background:

"All modules in the Tips for Teachers series have been developed through the systematic procedure outlined in Instructional Development for Training Teachers of Exceptional Children: A Sourcebook (Thiagarajan, Semmel & Semmel, 1974). This procedure involved a team of special educators, instructional developers, media-production specialists, and evaluators. The content for each module was chosen from a list of topics identified through an informal needs analysis conducted among teacher trainers. Each topic was analyzed cooperatively by the special educator and instructional developer in order to identify teaching competencies and to specify behavioral objectives."

The product was field tested once in 10 training centers across the United States. The training programs were for special education teachers.

6.3 Evidence of effectiveness with users:

The evidence showed that the mastery of content was just in the acceptable range, i.e., 70%. 36% had trouble with the audiotape. There were some problems in the areas of effectiveness, clarity, relevance and practicality. This product is not being revised.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This module was intended as an aid to special education teachers who wish to acquire the ability to recognize and stimulate cognitive processes in the classroom. Although the material did not seem to be covered in much depth, a great number of educational terms were used. Some people would have difficulty understanding the material-given the speed with which it is delivered.

Content accuracy/social fairness/community acceptance issues:

The material appears to be factually accurate. An attempt was made in the short filmstrip to included minorities - as well as men and women.

There did not seem to be any controversial material.

Overall summary/comment:

This tape and filmstip made good use of different voices and a variety of people. The material was, however, difficult to understand. It was also difficult to assess how useful the material would be in the classroom.

The "Cha-Cha" music did not fit in with the tone of the tape. Simple typing errors, left uncorrected, marred the written material. The presentation of content, suggested activity and teacher evaluation make this an inservice training program.